

ANNEX A

STANDARDS AND PERFORMANCE REPORT 2010

Contents

Title	Page number
Introduction	2
Ofsted inspection outcomes 2009-10	3
Schools in an Ofsted category of concern	4
Key priorities 2009-10	
• Milton Keynes World Class Primary Programme (MKWCPP)	6
• National Challenge Schools	7
• 14-19 Strategy	7
• Inclusion Strategy	8
• National Healthy Schools	9
• Improving Leadership and Management including Governance	11
Outcomes for Children and Young People 2009-10	
• Introduction	13
• Early Years Sufficiency	14
• Early Education	14
• Childminders	15
• Childcare non domestic	15
• Primary – Early Years Foundation Stage (EYFS)	16
• Primary - Key Stage 1	20
• Primary - Key Stage 2	24
• Secondary – Key Stage 4 – GCSE results	31
• Secondary – Key Stage 5 – A level results	37
• Aimhigher 2009-10	38
Overview of Special Education	
• Specialist provision	40
• Behaviour and Attendance	42
• Glossary	45

Introduction

Children's Services were judged adequate by Ofsted in December 2009 and performing well in December 2010 addressing a judgment of inadequate in December 2008 as a result of performance judgments in Enjoy and Achieve and Economic Wellbeing. In June 2009 Milton Keynes Council was directed by the then Secretary of State to establish a Performance Improvement Board and to prepare an effective improvement plan. Some improvement in outcomes, most notably at Key Stage 4 was realised in 2009. The Performance Improvement Plan included actions to sustain this improvement as well as securing further improvement in 'national challenge' secondary schools, 'hard to shift' primary schools and for identified vulnerable and underperforming groups. Following further improvements in children and young people's outcomes in 2010, the Performance Improvement Board was disbanded in October in 2010 and removed from intervention in November.

During 2009-10 school improvement services were restructured and our monitoring, challenge, support and intervention role was reviewed in consultation with our schools. The restructure of the school improvement and the 14 – 19 teams has facilitated greater cohesion in work at all key stages with improved clarity of planning and more targeted challenge and support. School Improvement Partners have received coaching in their role as champions for children, young people and their parents. Their remit has been reviewed and amended to ensure that they are being utilised in the most effective way.

A school improvement framework was piloted during 2009/10 which sets out robust and rigorous criteria for categorising schools designed to accelerate improvement in standards and prevent school performance from declining.

A key priority is to ensure children and young people (CYP) currently in our schools and approaching the end of key stages achieve as highly as they can through making accelerated progress. To realise this ambition, the Local Authority intervenes early in schools where children and young people are at risk of underperforming. During 2009-10, 6 schools and 1 PRU were placed in an Ofsted category of concern following inspection. In addition, the Local Authority identified a further 10 schools at risk of declining which are also in intervention. Each school is allocated a dedicated consultant to work alongside leadership teams to deliver a bespoke change programme focusing on improving aspects of leadership and management and the quality of teaching and learning to raise standards. All intervention and national challenge schools / PRUs are now allocated a targeted improvement board chaired by a senior local authority officer to monitor activities to ensure they impact positively on children and young people's outcomes. They will continue to provide comprehensive review and analysis of support and progress as well as a high degree of challenge to leadership teams. In-year monitoring indicates that pupils in intervention schools are making accelerated progress although standards are still too low. One school in intervention and not in an Ofsted category of concern has very recently been subject to a monitoring visit. While the HMI judged progress towards addressing the areas for

improvement as satisfactory, he judged the school's capacity to improve to be good and commented on the good quality of LA support.

In the autumn term 2010 all Milton Keynes schools were categorised by their School Improvement Partner, in line with the category criteria in the revised LA School Improvement Framework, published in September 2010.

Schools were categorised as follows:

Category	Primary & nursery schools	Secondary schools	Special schools
1 – outstanding schools	21%	45%	11%
2 – good schools	32%	27%	67%
3 – satisfactory schools	31%	18%	11%
4a - Schools at risk and requiring additional support	13%	9%	11%
4b - Schools evaluated as inadequate in significant aspects of provision	3%		

The MK Academy and Premier Academy were not involved in the process.

Statistical neighbours

In recognition of the different contexts of local authorities and for the purpose of providing a like comparison, LAs are sorted into groups of statistical neighbours. Milton Keynes' statistical neighbours are:

Bedford Borough, Northamptonshire, Trafford, Swindon, Kent, Leeds, Bury, Hertfordshire, Stockport and Solihull.

Ofsted Inspection Outcomes 2009-10

Overview

Short notice inspections (Section 5) monitored by HMI and based on school self-evaluation were introduced in September 2005 and a revised framework introduced in 2009, further raising the bar. Greater emphasis was placed on observing teaching and schools' capacity to raise the performance of different groups.

In the period 2009-10, 40 schools (34 primary (including 1 nursery), 4 secondary, 1 special and 1 PRU) were inspected under the 2009 Ofsted Section 5 inspection framework in Milton Keynes. Outcomes were as follows:

Ofsted category	Outstanding	%	Good	%	Satisfactory	%	Inadequate (concern)	%
MK Schools	7 all 6 primary 1 secondary	18%	15 all 11 primary 2 secondary 1 special 1 PRU	38%	13 all 13 primary	33%	5 all 4 primary (1 NTI/3SM)) 1 secondary (NTI)	13%
National		13%		43%		37%		8%

It can be seen that although a greater percentage of schools Milton Keynes than national was evaluated as outstanding, percentages of schools evaluated as satisfactory or worse are too high.

Schools in an Ofsted category of concern

Primary

During 2009 /10, one infant, and two primary schools were judged by Ofsted to require special measures and one primary school was given a notice to improve. All four schools had been identified by the LA as requiring intervention as the quality of teaching and standards were weak. A review of intervention processes in February 2010 resulted in all four schools being allocated a dedicated Resident Consultant for a set time a week. `Monitoring of both the rate of improvement in the schools and the impact of LA support is conducted at least half-termly by a dedicated Targeted Improvement Board chaired by a senior local authority officer. HMI monitoring visits have recently judged progress as satisfactory in two schools and good in the other two, with the quality of LA support evaluated as good.

In one school a lead headteacher is in place whilst the future of the school is part of a public consultation process to merge it with a neighbouring school. Although in-year tracking data indicate that end of key stage cohorts in all 4 schools made accelerated progress from February 2010, only the infant school improved on 2009 outcomes. All four schools have, with the support of the LA, addressed the quality of teaching issues and are now well-poised to accelerate improvement in 2010-11.

Secondary

A secondary school was given a notice to improve following an inspection in May 2010. There had been a high degree of turbulence in the leadership of the school for several years and a new headteacher started with the school in September 2009. In October 2009, officers of the LA identified that if the school was to be inspected at that time it would have been judged as requiring special measures. Work was undertaken within the school to improve teaching and learning as well as leadership across all areas. Although significant progress was made the effects of this were not realised in terms of pupil outcomes by the time of the inspection although the progress was recognised so the school was issued with a notice to improve rather than being placed in special measures. After the inspection an action plan was prepared and has been approved by HMI. Intensive support from LA officers was provided during the autumn term and this is now transitioning support from colleagues in good and outstanding schools from across the Local Authority. Support for leadership and management is being provided through a National Leader in Education and the leadership team from another MK school. The school is a National Challenge school and has been making progress through the rigorous implementation of a National Challenge Action Plan. The school attained 28.2% 5 A* to C including English and mathematics in 2009. Figures for the same measure in 2010 show a rise to 39%. English at A* - C has risen this year by 9.2% to 53.2% and maths has risen by 12.5% to 54.5%. There has also been progress in post 16 results where there has been

a 3.9% rise in A* - B passes at A level. A Targeted Improvement Board chaired by an Assistant Director has been set up to challenge the school and officers on the progress being made in the implementation of the action plan.

Special Schools and PECs

During 2009/10 the residential provision at one special school was given a notice to improve. This provision has now been closed. The school remains in an LA category of concern.

One personalised education centre (PEC, formerly known as a PRU) was placed in special measures in July 2009. In partnership with secondary schools and the PEC leadership team, the local authority funded additional SIP time, extra consultant support and a range of learning resources. This strengthened the PEC's self evaluation framework and process, improved pupil tracking which has led to better staff planning and established a more robust system of analysing attendance and actions to reduce persistent absence. As a result, evidence clearly demonstrates improved outcomes for learners. The PEC was subject to a full Ofsted inspection in November 2010 and its overall effectiveness was judged to be good.

Key Priorities 2009-10

Milton Keynes World Class Primary Programme (MKWCPP)

Towards the end of 2009, the then Secretary of State introduced a new programme targeted initially at ensuring no primary school achieved results below the national floor target that at least 55% of all children achieve level 4+ in English and mathematics combined. All Local Authorities were asked to submit plans to show how they would achieve this target as well as further raising standards and encouraging good or better schools to support the rest. Local Authorities where there were more than 6% of primary schools which had not achieved results above the floor target for four years or more were asked to submit plans early. Milton Keynes was one of those authorities with four schools categorised as 'hard to shift'. Although this programme has since been dropped by the new government, we have adopted and extended the programme so that it is a comprehensive improvement programme for all schools, as well as intervention schools. It includes a school reorganisation and build programme as a tool for improvement. MKWCPP includes 2 major strategic aims and 3 operational aims:

1. To improve the Local Authority's intervention processes so that they are rigorous and robust and lead to accelerated improvement
2. To improve the quality of teaching and learning across Milton Keynes' primary schools
3. To improve the quality of leadership (including governance) and management across Milton Keynes' primary schools
4. To improve the capacity of the School Improvement Service to drive improvement
5. To implement a comprehensive primary school reorganisation programme within a framework of school improvement to improve overall provision.

The programme has already impacted positively on all 'intervention' schools including the 'hard to shift' with one school achieving results above the floor target for the first time in five years. Two other 'hard to shift' schools improved on previous years' results and all four showed accelerated in-year progress.

A key element of the programme is an improving teacher programme. This programme is facilitated by schools where overall effectiveness is judged as outstanding which host teachers from other schools where teachers learn from teachers whose teaching practice is outstanding and apply what they learn to their own teaching. The first cohort was hosted by a National Leader of Education school in a neighbouring local authority. In October 2010, as part of our drive to promote school to school support, a Milton Keynes school hosted a third cohort. By December 2010, 36 teachers had benefited from this programme. In addition, two Milton Keynes schools will host courses to support effective leadership teams to become even better at reviewing and evaluating what requires further improvement in their schools.

In July, the Council approved the ambitious programme for reorganisation / development of our primary schools, aim 5 above, together with the other elements of the plan as a means of further raising standards in Milton Keynes primary schools. The programme includes proposals for merging some of our weaker schools with our better ones as well as improving the learning environment for some of our most vulnerable and disadvantaged children. If consultation and procurement stages are completed on time, some of our children will benefit as early as September 2011.

National Challenge Schools

National Challenge is a secondary school programme which aims to ensure schools secure results above the recently revised floor target of 35% 5+ A*-C including English and mathematics. In Milton Keynes we have three schools which are part of the programme. Outcomes for these schools in 2010 are given later in the report.

14-19 Strategy

The Local Authority is the lead agency in the 14-19 Partnership, whose membership includes all key delivery partners and services engaged with the 14-19 agenda in Milton Keynes. The Partnership and supporting 14-19 Executive are chaired by the Director of Children's Services and the Assistant Director (Universal Services) respectively.

Progress towards priorities 2009-10

- There was a significant increase in participation of 17 year olds in education and training from 74% in 2007 to 80% in 2008. The gap between Milton Keynes and the national average closed and performance continues to be in line with statistical neighbours. points.
- Level 3 qualifications including A levels at age 19 increased from 40.1% in 2007-08 to 42.1 % in 2008-09. The national average in 2008-09 was 51.4.
- The number of school learners 16 – 18 taking A level qualifications rose from 917 in 2009 to 1033 in 2010 an increase of 13%.
- 2010 A level results in schools shows that MK schools improved by 2.3% as compared to a national rate of progress of 0.2% in the indicator of A* - B passes.
- Level 2 qualifications at age 19 increased from 67% in 2007-08 to 67.8% in 2008-09. There has been an increase in the numbers of learners being successful at GCSEs across Milton Keynes In 2007 52% of learners achieved 5A* - C and this has risen to 75.2% in 2010. On the 5+A* - C including English and mathematics measure there has been a rise from 39.6% to 51.5% over the same period.
- The December 2010 Local Area agreement (LAA) target of 5.1% for the proportion of young people not in education, training or employment (NEET) was achieved (4.6%) against a significant increase in adult unemployment locally.
- Additional opportunities for young apprenticeships were negotiated with Young People's Learning Agency (YPLA), for 82 young

apprentices in cohort 7, including a level 1 pilot in key stage 4, and also funding for 27 'young parents' to take Foundation Level qualifications delivered by Milton Keynes College in a Children's Centre.

- A draft Commissioning Statement for 16-18 priorities, for 2011-12, was produced by the LA, as required, and agreed with partners.
- Approval to deliver a further seven diplomas was achieved, resulting in all 14 diplomas being approved to run from September 2011 .Diploma participation is ahead of regional and national rates
- Cross-city collaborative arrangements were strengthened through reorganising the 14-19 partnership structure; and capacity of 14-19 team was increased.
- A business breakfast event, led by LA officers and the National Apprenticeship Service (NAS), to promote apprenticeships to employers took place in July 2010 leading to 24 apprentices undergoing recruitment. Over 60 local employers, with an interest in taking on apprentices, attended the event which was supported by NAS and the Council's Chief Executive.

Challenges for 2010 -11

Contained in the 14-19 Plan and monitored by the Partnership:

- Close the gap with national and statistical neighbours for achievement of level 2 and 3 by age 19 through better careers education, information, advice and guidance and improved teaching and learning and a broader curriculum offer.
- Close the inequality gap in performance by age 19.
- Increase the number of new starts for apprenticeships.
- Continue developing Foundation Learning across the area, developing a broader more flexible curriculum, where progression is coherent and clear for learners, parents/cares and professionals.
- Develop greater collaborative working across the area between delivery partners to improve attainment especially at level 3.

Inclusion Strategy

Following a period of full consultation with partners, the inclusion strategy was formally adopted by the Cabinet in April 2010. This endorsed the vision of CYPS and identified five key themes for implementation. Significant progress has already been made by:

- Improving performance against NI 103a and b regarding the completion of statutory assessments in the required timescale to 100% on both measures
- Confirming the roles of special schools and instigating the statutory processes for re-designation to improve outcomes for those with the most complex needs
- Redeploying resource from special schools' residential provision towards extended services to the benefit of all learners on their rolls

- Further improving attendance and reducing exclusions by the development of the secondary behaviour partnership and specific projects such as restorative practice
- Improving the differentiated provision for vulnerable learners in mainstream by redefining the rationale for SEN departments
- Consulting on the greater delegation of SEN funding to secure early intervention and prevention

Once embedded these changes are expected to accelerate progress for vulnerable learners and so narrow the gap with all others. This remains a key priority for development in the longer term.

Challenges for 2010 -11

- To increase delegation of SEN funding in line with the preferred option
- To enhance local provision through collaborative working of schools that increases purchasing power
- To extend the behaviour partnership to include the special school phase and further reduce exclusions as a result
- To reorganise the central teams towards more direct intervention with learners
- To broaden the range of learners within the special schools and so reduce those educated outside the authority
- To improve outcomes for the most complex learners through extended learning opportunities beyond the school day
- To enhance staff skills in mainstream through:
 - ii) The effective training of SENCOs on the joint MK/Northants University M.Ed
 - iii) The wider use of National Strategies Inclusion Development Programme materials

National Healthy Schools

The National Healthy Schools Programme promotes a whole school / whole child approach to health. A healthy school is intended to deliver real benefits in respect of:

- Improvement in health and reducing health inequalities
- Raising pupil achievement
- More social inclusion
- Closer working between health and education

In Milton Keynes we have 90% of schools with National Healthy Schools Status and 100% participating on the programmes. This equates to 33,756 children and young people now attending a Healthy School, an increase from 18,561 in 2007. This represents a 55% increase in 3 years. In comparison to our statistical neighbours, Milton Keynes schools are matching progress in schools that have achieved National Healthy Schools Status. Stockport has the same number of schools as Milton Keynes and has 86% of schools with National Healthy Schools Status.

Evidence from Ofsted inspections also shows that increasing numbers of our children and young people are adopting healthy lifestyles. Under the new inspection framework, schools are judged on the extent to which pupils adopt a healthy lifestyle. Currently 3 of our schools are judged as outstanding for this measure indicating that almost all groups of pupils have a secure knowledge and understanding of the factors affecting many aspects of their physical and mental health and emotional well-being, 50% of our schools have been judged good, 20% have been judged as satisfactory. During the summer term the SIPs completed a Be Healthy audit with the schools. Primary headteachers were very positive with 39% evaluating this area as outstanding, 60% as good and 1% as satisfactory.

Some outcomes that have been taken from the National Healthy Schools audit, achieved through the Healthy Schools process are:

'Pupils who experience personal or academic difficulties are very well cared for and links with other agencies to support them are strong'. 'Modified plans, individual support and good resources allow pupils who need additional help with their learning to achieve well.'

A comprehension induction policy for children who arrive from overseas results in all children engaging in learning quickly. This is further shown in data analysis where children with English as an additional language are making good progress. (above MK averages)

Maintaining a focus on personal development and well being has raised the profile with all partners. In some of our most disadvantaged wards of Woughton, Wolverton, Stantonbury and Campbell Park we are working with the secondary schools and their partner schools to develop a spiral curriculum, consulting with children and young people to develop a curriculum that fits what they need. This is contributing to the decrease that we are starting to see in our teenage pregnancy rate. Our total number of teenage pregnancies for 2004-2006 was 574, for 2005-2007 it was 568 and for 2006-2008 it fell to 555. In addition, we are working with Children Centres to deliver a foundation learning course to raise the aspirations of teenage parents in Milton Keynes.

Challenges for 2010 – 11

- To ensure that all schools achieve National Healthy Schools Status
- To continue to develop headteachers' knowledge and understanding of the benefits of improved well being.
- Work with schools to continue to improve health and well being of all children and young people.
- Develop a Healthy Early Years programme.

Improving Leadership and Management including Governance

The improvement of leadership and management across Milton Keynes Schools is currently a high priority, with a focus on strengthening and sustaining high quality leadership at all levels within our schools including governance.

Ofsted inspections conducted during 2009-10 found that leadership and management were:

Ofsted category	Outstanding	Good	Satisfactory	Inadequate
34 Primaries	7 (21%)	12 (35%)	12 (35%)	3 (9%)
4 Secondaries	1 (25%)	2 (50%)	1 (25%)	0
2 Special /PRU	0	2 (100%)	0	0

Governing bodies were found to be:

Ofsted category	Outstanding	Good	Satisfactory	Inadequate
34 Primaries	4 (12%)	12 (35%)	15 (44%)	3 (9%)
5 Secondaries	1 (20%)	3 (60%)	1 (20%)	0
2 Special /PRU	0	1 (50%)	1 (50%)	0

Headship vacancies

A number of vacancies arose during the course of 2009 - 10. All vacancies were successfully filled so that 16 new headteachers started in September 2010: 1 nursery, 14 primary and 1 secondary.

Ongoing activities to improve leadership and management include:

- Delivery of bespoke training to governing bodies in schools in intervention
- Securing robust, rigorous and regular school review and self-evaluation through an LA funded training course: 'Achieving sustained improvement and self review' offered to all headteachers, deputy headteachers, governors and LA advisers.
- Reintroduction of a comprehensive induction programme to headteachers new to headship or new to Milton Keynes to 1) to accelerate the development of their skills in strategic leadership and 2) speedily familiarise them with Milton Keynes' practices and procedures
- Ensure high quality mentors are available to all new headteachers through providing training by NCSL
- Introduce the Local Leaders in Education (LLE) programme to encourage schools to share good practice
- Promote succession planning by identifying future leaders and supporting NPQH applicants and post NPQH graduates through 'aspiring to headship' programme in collaboration with 2 neighbouring authorities

- Provide 1:1 support in schools where leadership has been identified as requiring improvement
- Developing different models of leadership
- Promotion of learning partnerships between schools
- Appointment of suitable governors matched to the needs of schools.

Challenges for 2010 – 2011

- To increase the percentage of governing bodies evaluated as good or better
- Reduce the number of governor vacancies
- Improve the quality of governor training
- Secure higher percentages of good or better judgments for Leadership and Management across all schools
- Attraction and recruitment of effective headteachers to vacancies when they arise
- Development of distributive leadership models.

Outcomes of Children and Young People 2009-10

Introduction

The January 2010 census indicates that the profile of children and young people is more advantaged than national when comparing percentages of children and young people eligible for FSM as follows:

Primary:

Milton Keynes: 14.1%

National: 17.3%

Secondary:

Milton Keynes: 10.5%

National: 14.2%

Analysis of 2009 outcomes led to the identification of the following target groups:

Priority groups of vulnerable children for Milton Keynes include:

- Children in care
- Learners with learning difficulties and disabilities (LLDD/SEN)
- Young offenders
- Children in need (including Young Carers)¹
- Children with high mobility including Travellers²

Characteristics of underperforming groups in Milton Keynes in 2009 included:

All key stages

- In line with national, boys consistently underperform
- Children and young people (CYP) entitled to free school meals (FSM)
- CYP of Black African and Caribbean heritage
- Boys of Pakistani heritage
- Boys of Bangladeshi heritage
- Learners with Learning Difficulties and / or Disabilities (LLDD/SEN)

¹ the definition of Children in need from the Children Act 1989 is:

A child is defined as being a child in need if:

- They are unlikely to achieve or maintain, or have the opportunity of achieving, or maintaining, a reasonable standard of health or development without the provision for them of services by a Local Authority
or
- Their health or development is likely to be significantly impaired or further impaired, without the provision of such services
or
- They are disabled. (Sec. 17/10) Children Act 1989)

² Pupil mobility: 'stable' pupils are defined as those who entered their school during YR or the autumn term of Y7 and attended the same school for the whole of the seven / five years of compulsory primary/secondary schooling, through to and including public examinations at the end of Y6/Y11. For pupils other than these, the academic year in which they joined is recorded (Y1-Y6/Y7-Y11). As a summary measure, all those pupils that joined school after YR/ the autumn term of Y7 are deemed mobile pupils.

Key Stage 2

- White UK girls entitled to FSM

Key Stage 4

- Children in care.

Early Years Sufficiency

The Childcare Act 2006 clarifies in legislation the role Local Authorities should play as strategic leaders in facilitating the childcare market, in partnership with the private, voluntary and independent (PVI) sector, to shape children's services. It focuses in particular on sufficient, sustainable and flexible childcare that is responsive to parents' needs.

The proportion of children from lower income families benefiting from formal childcare (NI118) increased from 21.6% in 2007-08 to 22.7% in 2008-09 and is higher than the national average of 18.3%.

The average vacancy rates as at May 2010 are:

- Childminders – 40%
- Day Nurseries – 18%
- Pre-schools and Nursery Units – 7.5%

Vacancy rates for Day Nurseries have decreased slightly since 2009 (from 21% to 18%); this echoes national statistics where vacancy rates have reduced (from 20.5% to 17.5%) over the past year.

Vacancy rates for Pre-schools and Nursery Units have seen a big decrease since 2007 from 18% to 7.5% across Milton Keynes.

Vacancy rates for childminders remain higher than targeted; however, this oversupply represents a highly competitive market offering parental choice.

Priorities 2010-11:

Gaps to be addressed/reviewed in the next 12 months:

- Accessibility of childcare for children with disabilities
- Improved business support for settings (including childminders)
- Maximise number of providers offering the Flexible Free Entitlement
- Completion of 2011 Childcare Sufficiency Assessment further clarifying/identifying specific areas of unmet demand.

Early Education

Free education for 3 and 4 year-olds was extended from 12½ hours to 15 hours per week from September 2010, which enables parents to have a greater choice over the opportunities available for childcare and early education.

In 2009 22.7% of low-income working families took up formal childcare, compared with 18% nationally. Support in finding suitable childcare and early education provision is offered through the Families Information Team.

Childminders

There are 431 childminders in Milton Keynes. Of these 6 were judged as inadequate at their last inspection; this is three less than in the previous year. All have been offered support and are awaiting re-inspection.

Priorities 2010-11:

Gaps to be addressed/reviewed in the next 12 months:

- Healthy award accreditation
- Accessibility of home based childcare for children with disabilities
- Increase in number of childminders offering Nursery education grant sessions

Childcare non domestic

There are 114 private, voluntary and independent (PVI) providers in Milton Keynes. The overall quality of PVI provision is good. However two of these settings are currently deemed to be inadequate.

A programme of support has been put in place at each of these two settings and re-inspections are awaited. Safeguarding issues at both providers have been addressed as a matter of priority and there is a programme of regular visits from Childcare Development Workers to provide challenge and support.

Priorities 2010-11:

Gaps to be addressed/reviewed in the next 12 months:

- Safeguarding support and compliance
- Increase in number of Ofsted grades from satisfactory to good and good to outstanding
- Implementation of Quality support package (QUISP) to target settings improvement journey.

Schools

Primary - Early Years Foundation Stage (EYFS)

Summary:

- The percentage of children who achieved a score of 6 or more in each of the personal, social and emotional and communication, language and literacy scales is 8.5%, an increase on 2009 from 53.7% to 62.2% – well above the national average of 56% and the 4th highest of 11 statistical neighbours
- Schools were very close to meeting 30% target for closing the gap between the lowest performing 20% of children and the rest reducing from 33% in 2009 to 30.7% (2010 national average: 32.7)
- The rate of improvement of children eligible for free school meals (FSM) is considerable higher than that achieved by children not eligible for FSM – narrowing the gap.
- Despite improvement on previous years, the percentages of children on school action and school action plus who have achieved 6 or more points in all scales within an area of learning remains below national averages.

Further information

The Early Years Foundation Stage Profile captures the early learning goals as a set of 13 assessment scales grouped into six areas of learning. It is a measure used both to track children's progress across the EYFS and to summarise a child's development at the end of the EYFS (Foundation Stage 2/Reception). Children who have achieved 6 or more points in all scales within an area of learning are working securely in that assessment area.

Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the 7 personal, social and emotional and communication (PSED), language and literacy scales (CLLD), that child is deemed to be reaching a good level of overall achievement. This measure is used to assess the progress made by local authorities in improving outcomes, a duty placed on them by the Childcare Act 2006.

This year's assessments indicate that 62.2% of all children completing the EYFS in Milton Keynes achieved the above measure, an increase of 8. percentage points (ppts) on 2009 and 6.2 ppts above the national figure of 56%. This represents a higher level of improvement than the national results (+4% on 2009) and of our statistical neighbours (average increase is 3 percentage points).

In addition, local authorities are required to set an annual target aimed at reducing the gap between the lowest performing 20% of children and the rest. In 2009, the gap in Milton Keynes was 33%, this year the gap is indicated as being 30.7%, in line with our target and narrower than the 2010 national gap (32.7%).

Vulnerable and underperforming groups

- The outcomes of children eligible for free school meals (FSM) in achieving a score of 6 or more in each of the 7 personal, social and emotional and communication, language and literacy scales rose from 32.7% in 2009 to 46% (national average in 2009 was 35%)
- Children with SEN at school action, school action plus and statemented all showed improvement on 2009 outcomes. However the percentages of children on school action and school action plus remain below the 2010 national averages.
- The majority of minority ethnic groups made gains on 2009 in line or above that of Milton Keynes overall, with the exception of children of white Irish heritage (cohort 11). Children of Pakistani and Bangladeshi heritage made significantly better gains than Milton Keynes overall.

Intervention schools

All six schools in receipt of targeted LA intervention improved on 2009 outcomes, taking part in one or more of the 5 programmes described below.

Support to schools

Of the 74 schools with children completing the EYFS in previous years, 37 have reported assessment results showing improvement in line with Milton Keynes overall increase or significantly higher. 43 schools took part in one or more of five programmes supported by Early Years consultants – 27 made progress in line with Milton Keynes or better. The remaining 16 schools in receipt of support either made incremental improvement or, in the case of 9 schools lost ground in one or both of the above measures.

The average rate of progress in supported schools was substantially higher than those not subject to support. The overall percentage of children in schools in receipt of support who achieved a score of 6 or more in each of the 7 personal, social and emotional and communication, language and literacy scales was 60% representing an increase of 11 percentage points (ppts) on the 2009 average of 49%. This compares to a 3 ppts increase achieved by unsupported schools from 63% to 66%. This reflects the higher starting points of children in unsupported schools compared to that of children in support schools.

Programmes included:

Working at Quality Strategy (29 schools, 70 settings and a few childminders; some targeted, some self-selecting)

- based on an analysis of 2009 and earlier data
- several strands, some mandatory for "identified" schools and their feeder settings and Children's Centres
- supported by Ferre Laevers and the University of Leuven (Belgium) who have run much of the training

- focused on extending deep level learning by teaching practitioners to assess and measure evidence of their children's levels of well-being and involvement, to improve the quality of practice and provision.

Impact – 45% of schools sustained similar outcomes to 2009; 45% improved significantly.

G8 (the 10 schools with the lowest results for 6+ in PSED and CLLD - IDACI³ scores taken into account)

- improved tracking and analysis of data to inform planning
- providing training to support the development of communication-friendly spaces and resources (school, feeder settings and Children's Centres)
- systematic evaluation of quality of the learning environment and actioning the results
- better-informed pedagogy, practice and provision for teachers new to the EYFS
- mandatory moderation of EYFSP results.

Impact – 100% improved significantly i.e. achieved a higher level of improvement on 2009 outcomes compared to Milton Keynes overall.

Every Child a Talker (National Strategy programme aimed at F1 and F2. 14 schools.)

- Based on activities to improve speaking & listening skills
- Linked well with radio campaign re talking to your baby/young child, run by Horizon Radio (nationally recognised)

Impact – 36% of schools sustained similar outcomes to 2009; 57% improved significantly.

Communication, Language & Literacy (National Strategy programme aimed mainly at F2 & Y1. 8 schools.)

- based on activities to improve aspects of CLLD

Impact – 13% of schools sustained similar outcomes to 2009; 57% improved significantly.

Minding the Gap (the 20 schools with the biggest gaps in 2009)

- supporting those schools with individual gaps of at least 30%
- making them aware of the issue and how they can address it.

Impact – 5% of schools sustained similar outcomes to 2009; 79% improved significantly.

³ A measure of deprivation based on pupil postcode.

IDACI is the Income Deprivation Affecting Children Index, provided by the Office of the Deputy Prime Minister. It measures the proportion of children under the age of 16 in an area living in low income households.

Challenges for 2010 -11

- Sustain levels of improvement in the EYFS across all schools
- Ensure children transferring to Year 1 continue to sustain improvement across Key Stage 1.
- Continue to target children with SEN
- Improve the performance of children of Pakistani heritage.

Primary - Key Stage 1

Summary

- All indicators are stable and broadly in line with 2010 national averages – reading shows slight increase of 2 percentage points from 85% - 87% of children achieving Level 2+. The Statistical First Release shows that Milton Keynes is now in the second quartile (B) throughout for KS1 average point scores.
- Overall standards at Key Stage 1 show we remain in line with national averages. The average point score (APS) for children assessed in Milton Keynes is 15.3 in line with the national average but 0.3 below that of our statistical neighbours.
- Outcomes for children eligible for FSM are lower than 2009 averages declining in all areas
- There are -11 ppts gap between boys and girls in writing at Level 2c+ widening to -17ppts at Level 2b+ reflecting the national picture. The gap between our statistical neighbours at Level 2b+ in writing is -5ppts and a significant concern.
- Children on school action plus and with statements underperformed when compared to their peer groups nationally.

Additional information

The national expected minimum standard at Key Stage 1 is Level 2 in each of reading, writing, mathematics and science. Level 2 is divided into 3 sub-levels; c,b and a. The higher level is defined as a Level 3. In reading percentages of children attaining Level 2+ in all areas have been roughly in line with national averages for the past 4 years.

Reading

Percentages of children achieving Level 2c+ in reading at 87% are 2 percentage points above the 2010 national average of 85% and in line with our statistical neighbours. Only three out of ten of our statistical neighbours achieved results above this figure. 73% of our children achieved 2b+, 1 ppt above the national average but 2 ppt below our statistical neighbours. Only two of our statistical neighbours achieved results lower than Milton Keynes. There is a similar picture at the higher Level 3 where 27% of children achieved this level compared to 26% nationally and 29% of children in our statistical neighbours. Percentages of children achieving Levels 2b+ have risen when compared to 2009 figures in reading and writing but not in mathematics although they have increased in Level 3.

Writing

Writing is a concern. At Level 2c+, 82% achieved that level compared to 81% but 2 ppts below our statistical neighbours. 59% of children achieved Level 2b+, 1 ppt below national and 5 ppts below our statistical neighbours. Only one statistical neighbour achieved results below Milton Keynes. Percentages of children achieving the higher Level 3 show a gradual decline over 4 years from 13.4% to 11.6% so that we perform in line with national and 3 ppt below

our statistical neighbours. Only two statistical neighbours achieved results below Milton Keynes.

Mathematics

Percentages of children achieving Level 2c+ in mathematics at 90% are in line with children nationally and those in our statistical neighbours. Only 3 of our statistical neighbours achieve results above Milton Keynes. 72% of our children achieve Level 2b+ which is 1 ppt below national and 4 ppt below our statistical neighbours. Only one statistical neighbour achieved results below Milton Keynes. 21% of our children achieve the higher level 3 compared to 20% nationally and 23% of children in our statistical neighbours. Three statistical neighbours achieved results below Milton Keynes.

The table below shows the gap between percentages of children achieving different levels and the mean average of our statistical neighbours.

Levels	Reading %	Writing %	Mathematics %
2C+	87 (=)	82 (-2ppts)	90 (=)
2B+	72 (-2ppts)	59 (-5ppts)	72 (-4ppts)
3	27 (-2ppts)	11.6 (-3ppts)	21(-2ppts)

Standards

To provide an overview of average standards, the overall average point score for reading, writing and mathematics is calculated. A level 2b equates to 15 points. The average point score (aps) for children assessed at the end of Key Stage 1 in Milton Keynes is 15.3 in line with national but 0.3 below that of our statistical neighbours. We are slightly above national averages in reading (+0.2) but in line in writing and mathematics. Overall standards at Key Stage 1 show we remain in line with national averages, have improved our ranking compared with other LAs, but achieve standards slightly below that of our statistical neighbours. Our national ranking when compared to all LAs (152) is 56th.

Intervention schools

Local authority support at Key Stage 1 has been fairly limited with resources targeted at the EYFS or Key Stage 2. Analysis of impact of Every Child a Reader programme appears limited and of the CLLD programme difficult to determine given the lack of robust tracking data. However in three of the intervention schools, pupils made good progress, in one satisfactory progress and in two inadequate progress.

Vulnerable and underperforming groups

25% of children in care for one year or more (1 of 4) achieved Level 2+ in Reading Writing and Maths. 50% of children in care for 1 year more achieved Level 2+ in S & L and reading.

Boys continue to underperform when compared to girls, with the widest gap being in reading (-1.3) and writing (-1.7). The gap in achievement between boys in Milton Keynes and boys in our statistical neighbours is much wider than girls across most areas and levels (the gap in percentages achieving Level 3 in writing is the same for both, 4ppts).

The outcomes of children eligible for free school meals (459 children) are lower than 2009 national averages and declined when compared to 2009 in Milton Keynes across all areas and levels.

Children with LDD/SEN at school action perform largely in line with national averages but at school action plus including statements, percentages of children are lower than national averages across all areas and at all levels.

Outcomes for pupils identified with SEN are variable for each of the core subjects with accelerated progress for those at school action but a widening gap for those with more complex needs.

67.1% of pupils on School Action achieved a level 2 or above in reading, compared with a national average of 58.6% whilst 40.5% of pupils on School Action plus achieved a level 2 or above in reading compared with a national average of 45.3%. 21.8% of statemented pupils achieved a level 2 or above in reading compared with a national average of 23.1%.

In writing, pupils at school action exceeded the national percentage by 3.4%. Whereas 31% of pupils at school action plus achieved level 2 or above compared with a national percentage of 37.0 and 16.4% of statemented pupils achieved level 2 or above compared with a national percentage of 17.4.

In maths, 77.9% of pupils at school action achieved level 2 or above compared with a national percentage of 72.5% whereas 47.1% of school action plus pupils (nationally, 56.8%) and 21.8% of statemented pupils (nationally, 25.5%) achieved level 2 or above.

Therefore, priority is being given to the targeting of intervention towards those with the most complex needs. This includes strengthening school evaluation, particularly relating to pupil tracking and supporting SIPs in their challenge function to ensure greater aspiration in targets set for this cohort.

National figures are not available for mobile children but 507 children underperform when compared to the stable population in Milton Keynes. The gap is most notable at Level 3. It should be remembered that mobility of itself is not an indicator for underachievement, but children who are mobile i.e. who

do not remain at the same school for the full extent of their primary schooling, often have characteristics of underperformance.

Most ethnic groups have improved on 2009 figures and most minority ethnic groups outperform national levels, the exceptions being some sub-groups of Black heritage - Somali, 'Black African of other heritage' and 'Black Other'. The results of Bangladeshi heritage children declined in 2009, but the trend over the past three years is upwards and they remain above the national average. Children of Pakistani heritage made considerable gains in reading and writing at Level 2+ and in reading at level 2b+. The minority ethnic group described as 'any other white' (141 children) is the lowest performing minority group of 50+ children in reading. In writing it is 'black other' (57) and 'any other white' and in mathematics 'Black African' (262)

Challenges for 2010 - 11

- To ensure good levels of in-year progress across Years 1 and 2
- To improve the quality of results across all areas achieving higher percentages at Levels 2b+ and 3
- To improve standards in writing overall and, in particular, those achieved by boys
- To close the gap with national for children with SEN/LDD at school action plus including statements
- To work with schools to reduce mobility
- To support schools in tracking the progress of individual children and closing the gap between groups of children who do not achieve expected levels.
- To maintain the upward trend of attainment for Bangladeshi, 'any other ethnic group', Ghanaian, Somali and 'Black African of other origin' groups.

Primary - Key Stage 2

Summary

- Milton Keynes made a 4 percentage point increase on the key measure of the percentage of children achieving Level 4+ in English and mathematics combined against a 1 percentage point gain nationally for 2010.
- Milton Keynes is amongst the top 21 Local Authorities for improvement at Key Stage 2 for the percentage of children achieving Level 4+ in English and mathematics combined nationally and second in the South Eastern region.
- In 2010 MK achieved the highest improvement rate from 2009 (with Stockport) against our statistical neighbours but achieved results 1 ppt below the statistical neighbour average of 75% for Level 4+ in English and mathematics combined
- Boys out performed their peers nationally
- Test data show girls closed the gap with boys in mathematics reducing it from 3 ppts to 2 ppts.
- 57.9% of girls of white British heritage eligible for FSM achieved Level 4+ in mathematics compared to 55.3% in 2009.
- children on school action plus and with statements underperformed when compared to their peer groups nationally
- 7 schools achieved results below the floor target compared to 9 in 2009

Additional information

The nationally expected level at Key Stage 2 is defined as Level 4. The key measure is the percentage of children achieving Level 4 in both English and mathematics. The chart below shows results for 2010 against previous years. These figures indicate that for the first time over a period of 5 years Milton Keynes KS2 outcomes are either in line or above national averages for all measures.

Percentages of children achieving Level 4+:

Level 4+	MK English & maths	National	MK English	National	MK Maths	National
2006	64	70				
2007	67	71	77	80	74	77
2008	72	73	80	81	79	79
2009	70 (75)	72	79	80	78	79
2010*	74 (77)	74	82	81	81	80

PIP target in brackets

Percentages of children achieving Level 5+:

Level 5+	MK English & maths	National	MK English	National	MK Maths	National
2006						

2007				34		32
2008	17		26	29	29	31
2009	19		28	30	33	35
2010*	25	23	33	33	37	35

*Caution: In 2010, 74% of schools eligible to take the tests did so nationally against 69% in Milton Keynes.

Progress towards priorities 2009 -10:

- Milton Keynes made 4 percentage points increase on the key measure of Level 4+ in English and mathematics combined against a 2 percentage point gain nationally.
- Information from the National Strategies indicates that Milton Keynes is amongst the top 21 Local Authorities for improvement at Key Stage 2 for English and mathematics combined. Two LAs improved on previous years' scores by 6 percentage points, four by 5 points and fifteen by 4 points one of which was Milton Keynes.
- Following increases in performance in English and mathematics, Milton Keynes has improved its ranking against other LAs at KS2 as follows:

	Ranking against other LAs (2009 ranking in brackets)	Rate of improvement 2008-10 compared to other LAs (2008-9 progress ranking in brackets)
Level 4+ in English and mathematics combined	59 (102)	36 (125)
English Level 4+	33 (90)	18 (50)
Mathematics Level 4+	43 (87)	39 (65)

- In 2010 MK achieved the highest improvement rate from 2009 (with Stockport) against our statistical neighbours
- We have improved our ranking in the key measure of level 4+ in English and mathematics combined when compared to our statistical neighbours from 8th in 2009 to 5th this year
- We have closed the gap with our PIP target from 5 to 3 percentage points.
- The Milton Keynes average point score in English was 27.6 compared to a 2010 national average of 27.4 (equivalent to a 4b)
- The Milton Keynes average point score in mathematics was 27.8 compared to a 2010 national average of 27.5
- Percentages of Level 4+ were higher than 2009 national averages in English and mathematics combined, and in Levels 4+ and 5 English and mathematics
- Both boys and girls improved on 2009 results so that the gap between boys and girls in English remained the same (8 ppts in favour of girls).

- Percentages of children achieving 2 levels progress across both English and mathematics rose according to test and teacher assessment data.
- Percentages of pupils gaining Level 5 improved on 2009 figures and for English and 2 ppts better in mathematics and are in line with the 2010 national average.

Vulnerable and underperforming groups

Children in care

- 5/14 children in care attained level 4+ in English – 2/9 in care beyond a year (22%- PIP target 40%)
- 7/14 children in care attained a level 4+ in mathematics – 2/9 in care beyond a year (22%- PIP target 40%)
- Of the cohort of 9 who were in care for one year or more 3 are educated in special schools and one further student has a statement of special educational needs

Gender

- Boys out performed their peers nationally in 2010. They continue to underperform when compared to Milton Keynes' girls in English and at Level 4+ English and mathematics combined both in teacher assessment and tests. Test data indicates boys closed the gap with girls but teacher assessment suggested the gap widened in both measures. They outperformed girls in mathematics.
- Girls closed the gap with boys in mathematics reducing the gap from 3 to 2 ppts.

Mobile pupils

The percentage of 364 'mobile' pupils gaining Level 4+ in English and mathematics combined rose from 57.7% to 65.9% but 8.4 ppt below Milton Keynes children overall.

Pupils eligible for Free School Meals

- Test data indicate that the percentage of children eligible for FSM achieving Level 4+ in English and mathematics, although remaining below the 2010 national average, improved. Teacher assessment was above 2010 national test data.

Pupils with SEN/LDD

The outcomes for those identified as having SEN are similar to those for pupils in KS1. The percentage of pupils on school action rose to 49.4% compared to 2009 national average of 41.2% at Level 4+ in English and mathematics combined. However, the percentage of pupils on school action plus achieving Level 4+ in English and mathematics combined fell remaining below national and although the percentage of statemented children achieving Level 4+ in English and mathematics combined rose, it remained below the 2010 peer group national average.

When considering each subject separately, 29% of pupils on school action achieved level 4 and above in English compared with 37.3% nationally and 16.1% of statemented pupils achieved the same compared to 17.2% nationally. In maths, 36.1% of school action plus pupils achieved level 4 and above compared with 44.7% nationally and 21.8% of statemented pupils achieved level 4 and above compared with 20.0% nationally. Therefore, the focus needs to be towards more targeted support in Maths

The local authority has strengthened the evidence base for all schools to form benchmarks of performance of pupils with SEND/LLDD in order to form comparisons with regard to:

- themselves over time
- with others within the school
- with pupils of the same age and same starting point in terms of level of attainment
- national progression rates.

SIPs are now better informed about the progress of subsets of SEN/LLDD learners which will support the more detailed analyses of schools' performance. They are required to make judgements about the progress and attainment of pupils with SEN/LLDD, challenge schools about the judgements they make regarding the performance of this cohort and set realistic but aspirational targets for future performance using the national progression materials and the following locally developed tools:

- Individual pupil audit, where achievement is judged against a set of national comparators to consider whether progress is good through to inadequate by means of a RAG rating system
- A whole SEN contextual school profile that offers current data relating to areas such as exclusions, attendance, funding, and the percentage of learners with SEN making two levels of progress across a key stage and the SEN/Non SEN gap.

This shared framework enables leaders and others to form, and if necessary challenge, each other's judgements about whether the attainment and progress of LLDD is good enough.

Ethnic Groups

Schools with a high percentage of BME learners receive bespoke support through the Ethnic Minority and Achievement Support Service (EMASS). Those with fewer pupils are provided with central training which focuses on common areas such as language development. The service has introduced a number of programmes at KS2 to improve planning for language progression across the curriculum from exploratory to formal talk leading to writing.

From those cohorts with significant numbers:

- Boys of Pakistani heritage achieving Level 4+ in English and mathematics combined increased to 71% compared to 60% in 2009 and 66% nationally.

- Pupils of mixed white Black African heritage achieving Level 4+ in English and mathematics combined increased to 78% compared to 70% in 2009 and 70% nationally.
- Boys of Bangladeshi heritage achieving Level 4+ in English and mathematics combined decreased to 66% compared to 82% in 2009 and 70% nationally
- 75% of pupils of mixed white Black Caribbean heritage achieved Level 4+ in English and mathematics combined compared to 71% nationally
- 70% of Black African pupils achieved Level 4+ in English and mathematics combined compared to 62% in 2009 and 64% nationally

Intervention schools

Following the introduction of MK World Class Primary Programme in February 2010, LA intervention was refocused and more robust measures introduced. Ten schools with key stage 2 pupils are in Local Authority intervention. Support was targeted primarily at Year 6. Three out of four schools designated as 'hard to shift', improved on 2009 outcomes but did not achieve results above floor target (55% Level 4+ in English and mathematics combined). Two out of the six remaining schools in intervention met or overshot their targets. Three improved on 2009 results and in the remaining three schools results declined. All three schools suffered from a legacy of weaknesses in the quality of teaching.

Analysis of in- year progress data in 2009-10 reveals that:

- In nine schools the progress in Year 6 was good; in one it was satisfactory.
- In September 2009, Year 6 standards were average in one school and below or well below in nine. By July 2010 they had improved so that they were above average in one, average in three and below or well below in six.
- In Years 3-5 the progress was good in 44% of cases, satisfactory in 33% and inadequate in 22%.
- In Years 3 & 5, standards are generally below or well below average. In Year 4 they are average in 50% of the schools and below or well below in half.

Locally developed support programmes:

Raising Our Level Fours & Fives (ROLFF)

This programme is aimed at accelerating the progress and raising the standards of pupils at risk of not attaining Level 4+ in English and maths. In 2009/10 twelve schools were involved. The schools considered a wide range of barriers to achievement including pupils' paucity of experiences and opportunities, but always with a sharp focus on accelerating academic progress. The aim was to add at least 2 ppts to overall Milton Keynes outcomes for Level 4+. To achieve this, in addition to maintaining former

numbers, an additional 61 pupils otherwise unlikely to attain L4+, were required (2009 figures in brackets). Outcomes were as follows:

- In English 67% of the ROLFF pupils – 82 of them - attained L4+ (61%). In reading 85% - 104 pupils - attained Level 4+ (80%); in writing 65% - 80 pupils (48%) and in Maths 63% - 77 pupils (57%). (*Level 4+ English & Maths combined figures are not yet available.*)
- In reading pupils made, on average, 2.4 levels progress within the year (2.5); in writing 2.0 levels (2.0) and in Maths 2.2 levels (2.4).
- On average, each child progressed by 2.3 levels, equivalent to 18 months' progress in a year.

Making Maths Matter (MMM)

There were two groups of MMM schools: one group focused on Level 4 and the other on Level 5. The Level 4 project involved groups of schools where mathematics attainment was below English attainment contributing to adverse combined attainment.

The project involved school support and training sessions, targeted at Year 6 teachers to improve key maths teaching and learning techniques and 'fit for purpose pedagogies'.

The aim was to increase the proportion of children attaining Level 5. Outcomes were as follows:

- Each of the schools involved increased the percentage of pupils attaining Level 5.
- Each school achieved a greater increase at Level 5 than Milton Keynes overall
- Four of the five schools involved also increased the percentage of pupils attaining Level 4+.

Leading in Literacy

This programme targeted schools with inconsistent English results or which had an unexplained dip in Year 6 results in 2009. Three schools which had identified literacy as a key priority in their improvement plan also joined the programme. The programme involved a review of support materials for improving reading and writing. Each school also received follow up in-school consultancy support. Outcomes were as follows:

- All ten schools involved increased the percentage of pupils attaining Level 4+ in English, and seven of them increased significantly.
- Seven out of the ten schools increased standards significantly at Level 5.

Challenges for 2010-11

- To ensure no school in an Ofsted category of concern
- To ensure all schools achieve above the floor standard in 2011
- Close the gap with national for children with SEN/LDD at school action plus including statements

- Work with schools to reduce mobility
- Support schools in tracking the progress of individual children and to closing the gap between groups of children who do not achieve expected levels.
- To increase combined attainment in English and mathematics for the following groups: Somali, Pakistani, Ghanaian, Black Caribbean, White Other, Black other and 'Any other group'.

Secondary - Key Stage 4 – GCSE results

Summary

- The percentage of young people who achieved 5+ A*-C including English and mathematics improved on last year's score by 3.5 percentage points – from 48% to 51.5%.
- The exclusion of MK Academy from the overall figure gives an average of 54.4% showing that we met our target (53%) and, for the first time, in line with the national average. However Milton Keynes attains results some 4 ppts lower than average percentage attained by our statistical neighbours (57.3%)
- The contextual value added measure based on progress of students from KS2 -4 for the LA overall has improved from 999.3 in 2008 to 1006.3 in 2010.⁴
- National data for expected progress in English and mathematics KS2-4 is not yet available but LA data shows that 69.8% of young people in Milton Keynes made expected progress in English compared to the 2009 national average of 65.5% and 61.3% in mathematics compared to the 2009 national average of 58.7%. Providing current rates of improvements are maintained, as children in Milton Keynes continue to close the gap with children nationally and in those LAs which are our statistical neighbours at KS2, continuing improvements at KS4 should be sustained.
- In-school subject variation between English and mathematics is wider than national in six out eleven schools.

Further information

The key measure for this key stage is the percentage of young people who achieve 5+ A*-C including English and mathematics.

Points to note include:

- Results show that schools have further improved on last year's score for young people who achieve 5+ A*-C including English and mathematics by some 3.5 percentage points – from 48% to 51.5%. If the same group of schools were compared to last years figures then the progress made would have been an increase of 6%, which would have given an overall figure of 54% showing that we outperformed our target by 1 percentage point (53%). National indicator for 2010 is 53.5%
- The number of Milton Keynes students achieving at least five GCSE or equivalent at A* to C has improved by 5.7ppt – up from 69.5% per cent in 2009 to 75.2%.(The national average for 2010 was 75.4%)
- Four schools have 90% or more students with five good passes at GCSE. 9 out of 11 schools have improved at 5+ A*-C. Improvements range from 3 ppts to 26 ppts.
- 99% of students have achieved at least one GCSE qualification, with nine schools achieving 100% rates.

⁴ A word of caution - in 2009 the model for calculating this measure changed to reflect an increased emphasis on English and mathematics.

- Average points score per student has improved in 8 schools.
- There has been a steady increase over the last four years in the two main measures; in 2007 52% of students achieved 5+A*-C compared to 75.2% in 2010 (an increase of 23.2% in four years)
- At 5+A*-C including English and maths there has been a rise from just below 40% to 51% over four years.

Subject Specific Performance

- Provisional data indicates that the percentage of students achieving A*-C in GCSE English for Milton Keynes is 62.6%, compared to 60.1% in 2009 (an increase of 2.5ppts), including special schools and MK Academy. Nationally 68% of pupils achieved A* - C in English.
- Percentages of students in individual schools attaining A*-C in English GCSE range from 34.8% to 79.5%. Six schools achieved over 70% (excluding special schools and MK Academy).
- Provisional data indicates that the percentage of students achieving A*-C in GCSE maths is 58.8%, compared with 56.5% in 2009 (an increase of 2.3 ppts), including special schools and MK Academy. The national figure is 64%.
- Percentages of students in individual schools attaining A*-C in mathematics GCSE range from 33.9% to 76.9% Five schools achieved over 70%. (excluding special schools and MK Academy).
- In English and in maths the proportion of Milton Keynes students achieving A*-C at GCSE is improving, but is still well behind the national figures.
- In five Milton Keynes schools the difference between the results for English and maths was within the national difference of 4 ppts. In the remaining six schools the difference was greater than that found nationally. The differences ranged from 1 ppt to 14 ppts; in three schools it was at least 10 ppts.

Challenges for 2010 – 11

- To ensure the sustainability of the progress made in all schools
- To ensure a greater match of students attaining both English and maths as part of their 5+A*-C
- To accelerate progress in the one remaining school below the floor target, through continued challenge and support
- To ensure an increased percentage of children in care achieve 5+A*-C in English & mathematics at GCSE

Vulnerable and underperforming groups

Children in Care

- One young person achieved 5 GCSEs including English and Maths out of 21 in the cohort. – (4.7% - PIP target 20%). 5 young people gained 3 or more GCSEs. 2 gained C or above in mathematics. 4 gained a C or above in English
- One young person gained 10 GCSEs including English and mathematics

- To date 16 of 29 in year 12 in care are staying on at school or enrolling at college.

Ethnic Groups / EAL / SEN / FSM

- For 5 or more GCSEs A*-C including English and maths, the Pakistani (44.6%) and Bangladeshi (46.7%) groups have improved on the 2009 outcomes but both are lower than the MK overall score and the national average for these groups (49.1% and 53.7% respectively).
- Black Caribbean (42.3%) and Black African (36%) groups scores have fallen from the 2009 outcomes and are lower than the MK overall score and national averages (43.5 and 52.8) for 5+ GCSEs (incl. English and maths).
- Indian students' results have fallen slightly from 77.1% to 74.2% from 2009 to 2010 for 5+ A*-C grades (incl. English and maths) although this is higher than the national figure of 71.3% for the same group.
- The White British group score has risen from 46.8% in 2009 to 52.0% for the same indicator. This is slightly higher than the MK average for all students but 3% lower than the national average for the same ethnic group.
- For students with English as an additional language (EAL) the outcome for the same indicator is 42.5%, which shows no improvement on the 2009 score and is significantly lower than the national average for the same group (52.0%).
- For the measure 5 or more GCSEs at grades A*-C SEN/School Action students have improved from 52.0% to 61.4% from 2009 to 2010 (national average is 56.3%).
- Results for School Action Plus students have risen from 23.7% to 34.5% for the same measure, although this is lower than the 2010 national outcome of 40.4% for this group.
- 13.5% of students with an SEN statement have achieved 5 or more GCSEs at grades A*-C, a fall from the 2009 score of 22.4% and lower than the national average of 19.7%.
- Students eligible for free school meals (FSM) achieved 26% for the measure 5+ A*-C grades including English and maths, higher than the 2009 average of 22% but lower than the 2010 national score of 30.9 for this group.

Education, Training and Employment (ETE)

In our Youth Justice Plan for 07/08 we identified that our biggest concern was in relation to those young people above school leaving age with offending behaviour as only 56% of YOT clients were deemed to be in suitable full time provision when they finished their orders. In contrast for two consecutive quarters in 07/08 we reported that over 90% of those of statutory school age were being maintained in education. This trend appeared to continue until the autumn of 2009 by which time the rate for school aged young people had returned to around 80% but had improved for the 16+ group to 75%.

These improvements for the 16+ age group reflect a proactive approach by MKYOT in identifying and tracking those who are NEET, more in depth and

accurate assessment of their needs (including our innovative work on Speech, Language and Communication difficulties) and an assertive approach with providers especially MK College.

The final figure for 09/10 showed that 72.2% of compulsory school aged children were in school and 58.8% of those over school leaving age in suitable ETE.

The situation for young offenders remains fragile. The biggest impact on those at school seems to occur at times of transition or breakdown. Some are also chronic non-attendees and delays in addressing these issues may mean that they are not resolved when the cases fall to be counted at the end of the court order (when YOT intervention usually ends).

The issues for the 16+ group have been highlighted at key strategic groups including the NEET Strategy Group and 14-19 Partnership groups with the key to improvement relying on the commissioning of suitable 16+ provision.

Challenges for 2010-11

- To increase the number of pre and post-16 YOT clients who are EET in line with our statistical neighbours
- To further promote early intervention by dealing directly with those at risk of social exclusion and offending behaviour in schools.

Intervention schools

For the academic year 2009-2010, there were three National Challenge (NC) schools. All three schools improved in each key indicator (5+A*-C inc E/M, 5+A*-C, APS per Student) based on 2009 results.

National Challenge Schools

All National Challenge schools improved their results from 2009.

- The improvements in 5A*-C including English and maths ranged from 1ppt improvement to a 10.1ppts improvement.
- The improvements in 5A*-C grades ranged from 6ppts to ppts.
- The improvements in A*-C grades in English range from 0.7ppt to 9ppts.
- The improvements in A*-C grades in maths range from 6ppts to 12ppt.

Based on the provisional results in 2010, one school is well above the floor target of 30% with 5+A*-C grades including English and maths being over 50%. Another school is now above the 30% floor target with 5A*-C including English and maths (now at 38.3%) The third school, although making progress, has not yet achieved the floor target.

For National Challenge schools in 2009-2010, the LA provided support in the following areas:

- support to improve leadership and management
- core subject support to improve teaching and learning from LA consultants and the National Strategies Regional Advisers in English and Mathematics.
- support for core subject departments and SLT to identify and implement strategies for increasing the proportion of student achieving 3 levels of progress.
- support to improve quality of student learning in lessons.
- support to increase the proportion of outstanding learning and teaching in Key Stages 3 and 4.
- support to improve the progress that all groups of students make, and the standards they reach, by further enhancing tracking
- support for EAL and minority ethnic students – Minority Ethnic Achievement Programme

Next Steps

- use 'good' and 'outstanding' practice from other schools to support the development of quality teaching and learning
- support for students in core subjects in exam techniques
- remove one school from LA intervention.

Other schools

- Schools in MK have generally set challenging targets for their performance on the percentage of 5+ A*-C including English and mathematics measure related to FFT D estimates. Of the 11 schools which were set statutory targets, six exceeded them by a range of 0.8 pts to 12.4 pts. Two others were within 1.0 ppt of their target and three schools had more significant gaps.

For schools in 2009-2010, the LA provided support in the following generic areas:

- further development in the use of assessment and tracking
- support with the implementation and practice of APP in core subjects
- continued support for the development of NQTs
- extensive support in subject development following the implementation of new specifications for programmes of study
- support in the use of appropriate strategies for narrowing the achievement gap for vulnerable students

Next Steps

- support to raise awareness and progress of EAL students.
- support to develop the use of good to outstanding lesson observations guidelines, to enhance students' progress within lessons.
- provide support to develop strategies to gather reliable data concerning KS3 and APP.
- provide support to develop middle leader awareness of 'tracking and acting' in relation to the use of data

Challenges for 2010/11

Improving attainment and progress of specific groups of learners and ensuring no school is below the floor standard by:

- Ambitious target setting with a focus on narrowing the gap for FSM and other vulnerable groups
- Focus on accelerated progress of Gifted and Talented learners leading to a higher percentage of A*-A grades achieved at KS4 and A*-B grades achieved at KS5
- Continuing to improve the quality of learning and teaching, with a clear focus on the progression of learners within lessons and a focus on the level of challenge offered
- Developing further the quality of assessment and tracking conducted in all schools, ensuring that all groups of learners are monitored and challenged
- Continuing to support the review the 14-19 curriculum offer to ensure that all students are given appropriate opportunities to succeed
- Increased focus on transfer and transition to strengthen collaborative links and best practice across phases

Secondary - Key Stage 5 - A level Results

Some statistics are based on school reported data only.

Summary

- More students have achieved level 3 qualifications from Milton Keynes schools in 2010 than in 2009.
- In 2009 917 students achieved at least one level 3 qualification and in 2010 this rose to 1033 students, an increase of 13 percentage points.
- The percentage of young people gaining a pass grade of A*-E remains stable at 97.3%, 0.3% below the national average of 97.6%.
- The percentages of entries scoring an A* or B grades in Milton Keynes has improved from 41.9% to 44.2%, an increase of 2.3 percentage points from 2009 as compared to the national increase of 0.2. From 2008 to 2010 Milton Keynes schools have increased by 3.9 percentage points compared to the national figure of 1.4. Although this represents a reduction in the gap between Milton Keynes and the national figure from 10.3 percentage points to 7.7 percentage points, Milton Keynes continues to perform below national at 44.4% compared to 52.1%.
- The average point score per entry has improved from 206.3 to 208 showing a steady rise over three years; however it remains below the national average for 2010 of 214.4.
- Three schools have achieved average point scores per student over 850.

Further information

Percentage of A* - B Passes

- Milton Keynes has improved from 41.9% to 44.2% for this measure, an increase of 2.3 ppts from 2009 as compared to the national increase of 0.2 ppt.
- From 2008 to 2010 Milton Keynes schools have increased by 3.9ppts compared to the national figure of 1.4ppts.
- The gap between Milton Keynes and the national figure has reduced from 10.3 ppts to 7.7 ppts Milton Keynes being at 44.4% and national figures at 52.1%.

Percentage of A* - E Passes

- Data for Milton Keynes shows a pass rate of 97.3%.
- The national average is 98.3%.

APS Per Student

- The average points score per student in 2010 is 741.8 (an increase from 730.0 in 2009), compared to the national average of 744.8 (2010).

APS Per Entry

- This measure has improved from 206.3 to 208.6 which shows a steady rise over three years however it is still below the national average for 2010 of 214.4.

Ethnic Groups / EAL / SEN

- Students with a White British background scored higher than the average for all MK pupils for the average points per student indicator (777.7 compared to 741.8). This was also higher than the national indicator of 774.3. The score for average points per entry for this group was also slightly higher than the MK average of 208.6.
- Pakistani and Bangladeshi pupils recorded average points per student scores that were lower than the 2009 scores (629.4 and 567.8 respectively in 2010; 737.1 and 757.5 in 2009). However, as both cohort sizes were below 20 these figures should be treated with caution.
- Black Caribbean students improved the scores from 2009 for both average points per student and entry: from 684.0 to 777.9 and 180.0 to 201.7 respectively.
- Black African pupils (62 in cohort) outcomes fell at A level for average point score indicators to 683.7 per student and 192.9 per entry for 2010.
- Students with EAL (131) scored 198.8 per exam entry for 2010, lower than the 2009 score of 203.7.
- Students with SEN/School Action (only 28 in cohort) achieved 467.7 average points per student and 179.4 average points per exam entry, both lower than the 2009 scores of 610.4 and 191.9 respectively.

Intervention schools

National Challenge

Of the three National Challenge schools:

- Two of the three schools have maintained a three year upwards trend for A*-B grades and A*-E grades
- Two of these schools are now working in a combined 6th form in association with Milton Keynes college

Next steps:

- support to develop progression opportunities for apprenticeships post-16
- support to provide more appropriate post-16 courses
- support to undertake a review of provision and quality of sixth forms
- support to raise teachers' expectations of achievement at post-16
- secondment of LA consultant into a 6th form to improve quality of provision

Aimhigher 2009-10

Aimhigher Milton Keynes is organised through the Milton Keynes, Oxfordshire and Buckinghamshire (MKOB) Aimhigher Partnership. Funding is in place for MKOB Aimhigher to continue to August 2011.

MKOB Aimhigher has rigorous and consistent methods of choosing the students for the programme. Six schools were identified as Aimhigher target schools. These are the schools within the city with the highest number of students from lower socio-economic groupings. A list of potential Aimhigher students is drawn up using POLAR and Indices of Multiple Deprivation data. Teachers used this list to identify those students with the educational potential to go to university. There are around 30 students per year group from Yrs 9 to 13 in each of the six target schools (Leon, Lord Grey, MK Academy, St Paul's, Stantonbury, The Radcliffe).

Aimhigher students follow a Learner Progression Framework, resulting in them undertaking a range of different activities throughout their school career. These include mentoring, university visits, HE Fairs, summer schools and student life talks amongst others.

Aimhigher MKOB now has the first year of data tracking cohort students into HE, using HESA data. POLAR2 is a measure of the likelihood of a young person progressing to HE based on the geography in which they live. It is expressed as quintiles. Aimhigher is particularly interested in encouraging the progression to HE of those in POLAR2 quintiles 1 and 2 who are the least likely to progress to HE. 16% of tracked students came from the POLAR1 quintile and 17% came from POLAR 2 quintile. So 33% of tracked participants were in the quintiles that Aimhigher targets. It is likely that this figure will improve in future years as at the time these students were in Yr 11 all MK schools were Aimhigher schools as specific targeting was weaker.

Of these POLAR 1 and 2 tracked students in MKOB, 30% of POLAR 1 geography, who have undertaken Aimhigher activities have progressed to HE. Those living in POLAR 1 quintile nationally have less than a 16% chance of progressing to HE. For POLAR 2 students in MKOB 39% have progressed to HE whereas nationally the average varies between 16-25%. MK specific figures will be provided at a later date.

Figures for this years GCSE results are not yet known. However last year 74% of MK cohort students exceeded or met GCSE A* to C Yr 6 estimate as opposed to 68% non cohort students.

Children in Care

An action plan has been developed to ensure that support is targeted around English and mathematics to improve the numbers of children in care gaining English and mathematics at GCSE. In addition through collaboration with Aimhigher a programme of enhancement activities is planned to raise aspirations and increase the number of children in care progressing to further or higher education.

Overview of Special Education Specialist provision

Special Schools

In the most recent Ofsted inspections of the special school phase, 1 school was judged outstanding, three judged good and two judged satisfactory. However, the LA intervenes in the two schools judged satisfactory. Both schools cause concern with regard to leadership, behaviour management and the quality of teaching. There has been a significant transformation of one school. A newly appointed head is making rapid progress that will lead to the school becoming satisfactory over the course of the next three months once newly developed systems are embedded. The other school continues to cause concern particularly because of the interim headship arrangements. Significant investment through additional consultancy both with the leadership team and subject leaders has had measurable impact but not to the point where the school would be considered secure. There are ongoing weaknesses in safeguarding procedures, the quality of teaching and attendance. This has a direct impact on attainment and progress

In 2009/10 3 schools were judged satisfactory in inspections of their residential provision and one was given a notice to improve. This provision has now been closed.

Pupil outcomes in 2009/10 for pupils within special schools

Pupils with social, emotional and behavioural difficulties (BESD)

Pupils within the BESD category progressed by an average of 3.8 national curriculum points in English. Progress was much more varied in maths with 3.5 national curriculum points in the primary phase and only 1% in the secondary phase.

Leadership within the primary special school is secure, provision is of a good quality and outcomes for pupils are consistently good. Leadership in secondary is not yet secure and there are ongoing concerns about the quality of teaching and learning and the standards of education. As a result, schools within this category are being re-structured and then re-designated to directly address these issues

Pupils with moderate to complex learning difficulties (MLD/Complex)

Pupils progressed by an average of 1.6 national curriculum points in English and 1.75 national curriculum points in maths. Evidence demonstrated that pupils are less dependent on adult support than they were at the end of the 2009 academic year

Two schools provide for the needs of pupils within this aspect of SEN. One is judged outstanding and the other satisfactory. Leadership overall in both schools is at least good and intervention is ensuring a greater consistency in both the quality of provision and the standards achieved.

Pupils with profound and multiple learning difficulties (PMLD)

As would be expected for pupils with the most complex learning needs, standard methods of tracking progress can not be easily applied. However Ofsted confirmed in March 2010 that pupils achievement is good across all phases. Most achieve their targets year on year and a few exceed them. They especially achieve well in developing communication skills through communication aids and the rigorous use of signing. All pupils make excellent progress in their personal development.

The quality of provision and standards of education are good within this aspect. Provision has been relatively secure for a significant period of time with appropriate levels of effective resource leading to good outcomes for those with the most complex needs.

Pupils on the autistic spectrum (ASD)

Pupils progressed by an average of 0.7 national curriculum points in English and 0.6 points in maths. However, there is a wide variation in progress because of the diverse nature of pupils' needs from those who are entirely dependent on others to those who are becoming independent learners. This is borne out by evaluations which show that pupils progressed by 4.2 dependency points.

There is significant pressure on the authority to expand this provision. However, this is driven as much by needs of pupils in other authorities seeking to have their needs met in this highly specialised and relatively rare resource. Action is being taken to invest resources in a wider continuum of provision to ease the pressure on this single establishment.

Challenges for 2010 – 11

- Once confirmed, to implement the statutory notices to re re-designate special schools in line with the inclusion strategy
- To raise standards in one school so that it is removed from intervention
- To extend learning opportunities for pupils with social, emotional and behavioural difficulties by formalising the relationship between the secondary school and the PECs
- To improve outcomes for learners in those special schools where the gap is significantly below the national average
- To strengthen school self evaluation by the improved analysis of pupil performance data
- To improve outcomes for all learners by establishing a programme of extended learning opportunities at each school

Personalised Education Centres (PECs) and Pupil Referral Units (PRUs)

The LA maintains a range of both primary and secondary alternative education provision.

The primary PRU is judged good with good quality of teaching, effective leadership and management and good outcomes for pupils. This provision has recently been expanded to increase both opportunities for learners on-site and with an enhanced outreach role which will speed re-integration, reduce fixed and permanent exclusions and support the process of managed moves.

The secondary personalised education centres (PECS, formerly known as PRUs) are commissioned by the Milton Keynes Secondary Behaviour Partnership (MKBP). There are three maintained and one independent PEC. One was in an OfSTED category of concern, but was inspected in November 2010 when its overall effectiveness was judged to be good. One other is judged good but there is a concern about leadership due to long term absence. A third is newly established to provide specialised support for those with complex medical or emotional needs that act as temporary or more long lasting barrier to attendance in the local mainstream school. The MKBP, including this specialist provision, is judged as an effective approach to reducing exclusions (cut from 70 to 10 in a three year period), improving attendance and reducing persistent absence (reduced by 1.5% in 1 year) and increasing the participation of those at greatest risk of social isolation.

Challenges 2010-11

- To strengthen leadership at each PEC by reorganising the staffing structure into a single leadership team
- To confirm the relationship of the special schools to the alternative education providers
- To embed the newly established medical service, identifying baselines for the analysis of future pupil performance

Behaviour and Attendance

The LA continues to prioritise the improvement of behaviour and attendance. The recently adopted Inclusion Strategy has a specific theme to address these issues. As a result, exclusion rates are falling and attendance improving and these compare well in both primary and secondary phases when compared to national averages and our statistical neighbours.

Behaviour

Several interventions have been put in place to improve behaviour specifically around restorative practices. For 4 years Milton Keynes has delivered training on restorative justice to its schools. Recent substantial investment by schools through Designated Schools Grant funding has enabled the local authority to deliver a more intense 2 year programme around the broader theme of restorative practices. 22 schools are currently part of the project, having undertaken whole school training and are actively implementing the principles. Early evaluation demonstrates a significant reduction in critical behavioural incidents including time out of class, conflict between pupils, persistent absence and exclusions.

The Inclusion Development Programme materials relating to improving behaviour have been shared with all schools and further training is being rolled out. Similar approaches are being employed in the Early Years e.g. Playing and Learning to Socialise (PALS) – To improve the behaviour (and reduce unhelpful behaviours) of targeted groups of children in early years' settings by teaching them social skills through the PALS programme. Practitioners reported intensity of difficult behaviours has been reduced by

35% and frequency by 37% in a 10 week period. Self esteem improved by 15%.

Attendance

In the most recent national reporting period, 2008/09, Persistent Absence (PA) in MK secondary schools reduced from 5.1% to 3.9%. This was significantly better than the national average where PA has reduced from 5.6% to 4.9% and was a greater fall than any of our statistical neighbours. Persistent Absence in Primary schools was 1.3% this is better than the national average which was 1.5%.

Overall Absence over the same period also decreased in the secondary sector from 6.93% to 6.63% (National, 7.21 %.) The primary sector average for overall absence at 5.14% compares favourably (National, 5.30 %.) Special School absence has reduced from 13.6% to 10.2%.

This improvement was as a result of:

- Increased EWO support to targeted schools
- Increased number of attendance panels in schools
- Higher number of fixed penalty notices for unauthorised holidays
- More flexible use of parenting contracts
- Formalised rigid monitoring of attendance data with schools
- Improved processes in schools to monitor absence with support from The Education Welfare Service.

Data for the autumn and spring terms 2009/2010 shows Milton Keynes absence to be below the national average in both the secondary and primary school sector.

	Total absence	
	Autumn 09	Spring 10
MK Primary	5.30	5.15
England Primary	5.43	5.22
MK Secondary	6.19	6.13
England Secondary	6.85	6.65

Exclusions

The number of fixed term exclusions in Milton Keynes schools overall decreased by 18%: from 1363 in 2008/9 to 1116 in 2009/10. Similarly, there was a decrease of 24% in the number of pupils excluded, from 848 in 2008/9 to 645 in 2009/10.

Permanent exclusions fell from 7 in 08/09 to 6 in 09/10 in primary schools and from 11 to 10 in the same period in secondary schools.

The latest figures at July 2010 for the period 2008/09 are as follows:

Permanent exclusions		
	% MK	% England
Primary	0.03	0.02
Secondary	0.07	0.17
All	0.05	0.09
Fixed term exclusions		
Primary	1.08	0.97
Secondary	6.97	9.26
All	3.87	4.89

Challenges 2010-11

- To reduce fixed term and permanent exclusions for pupils identified with SEND in line with previous reductions for all other learners
- To improve attendance and reduce persistent absence for pupils at special schools particularly BESD schools
- To improve LA intelligence on exclusion by SEN category
- To further reduce exclusions by establishing an effective team of peripatetic teaching assistants that support schools in meeting the needs of pupils with the most challenging behaviour at the earliest opportunity
- To establish a more effective system of managed moves in the primary phase

Glossary

APP	Assessing pupils' performance
ASD	Autistic spectrum disorder
BME	Black or minority ethnic
BESD	Behaviour, emotional and social difficulties
CLLD	Communication, language and literacy development
CYPS	Children and Young People's Service
EAL	English as an additional language
EMASS	Ethnic Minority Achievement Support Service
ETE	Education, training and employment
EWO	Education Welfare Officer
EYFS	Early Years Foundation Stage
EYFSP	Early Years Foundation Stage Profile
FFT	Fischer Family Trust
FSM	Free school meals
HE	Higher education
HMI	Her Majesty's Inspectors
IDACI	Income deprivation affecting children index
KS	Key stage
LA	Local Authority
LAA	Local area agreement
LLDD	Learners with learning difficulties or disabilities
LLE	Local Leader in Education
MKOB	Milton Keynes, Oxfordshire and Buckinghamshire
MKBP	Milton Keynes Behaviour Partnership
MKWCPP	Milton Keynes World Class Primary Programme
MLD	Moderate learning difficulties
MMM	Making Maths Matter
NAS	National Apprenticeship Service
NCSL	National College for School Leadership
NEET	Young person not in education, employment or training
NI	National indicator
NPQH	National Professional Qualification for Headship
NQT	Newly-qualified teacher
PA	Persistent absence
PALS	Playing and learning to socialise
PEC	Personalised Education Centre
PIP	Priority Improvement Plan
POLAR	Participation of local areas
PMLD	Profound and multiple learning difficulties
PRU	Pupil Referral Unit
PSED	Personal, social and emotional development
PVI	Private, voluntary and independent
QUISP	Quality support package
ROLFF	Raising our level fours and fives
SEN	Special educational needs
SENCo	Special educational needs co-ordinator
SEND	Special educational needs and disabilities
SIP	School Improvement Partner
SLT	Senior leadership team
S & L	Speaking & listening
YOT	Youth Offending Team
YPLA	Young People's Learning Agency